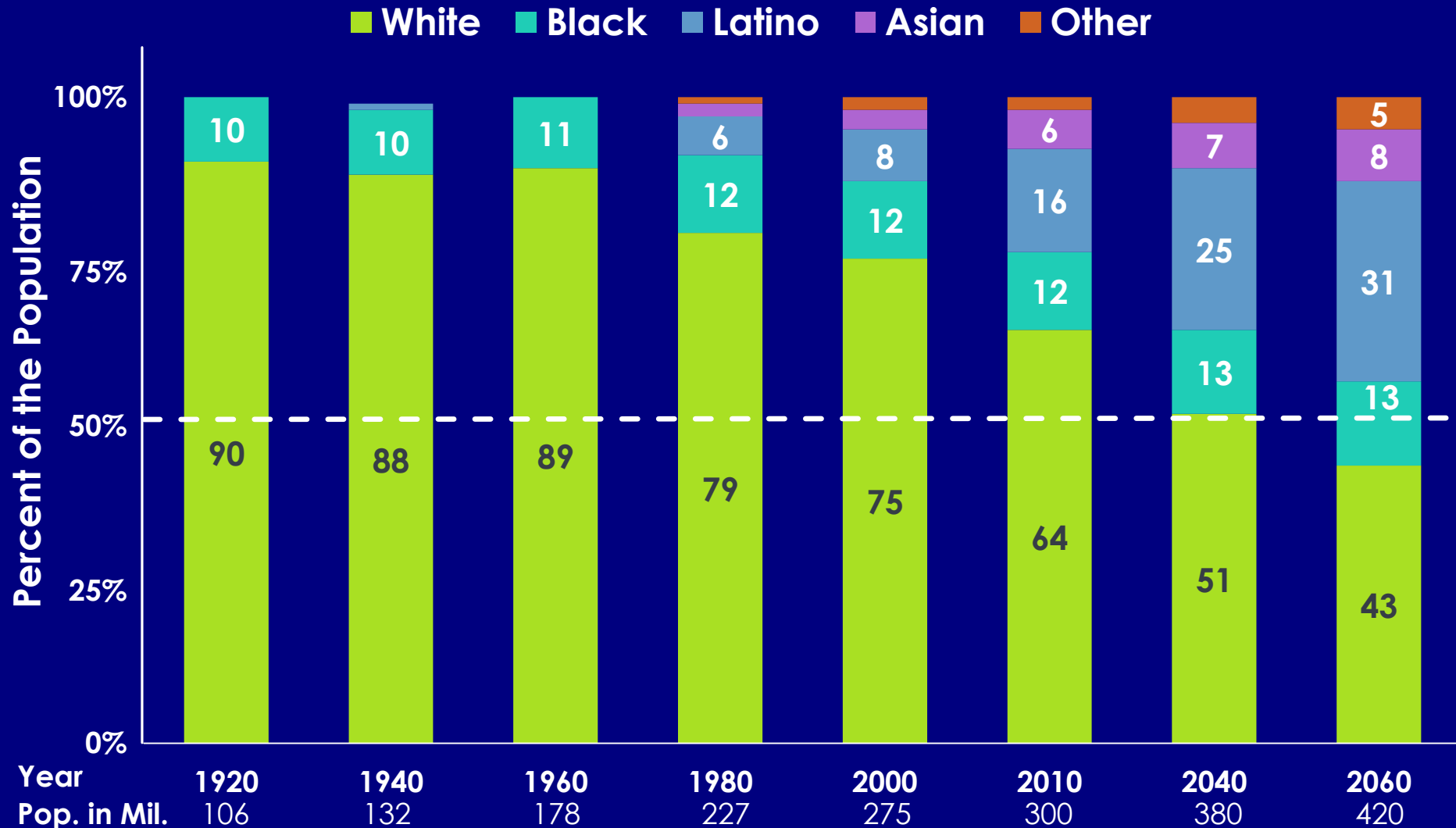


Do I Fit In?
**Race/ethnicity and Feelings of
Belonging in School**

Sandra Graham, PhD
Department of Education, UCLA
CRESSTCon18
October 1, 2018

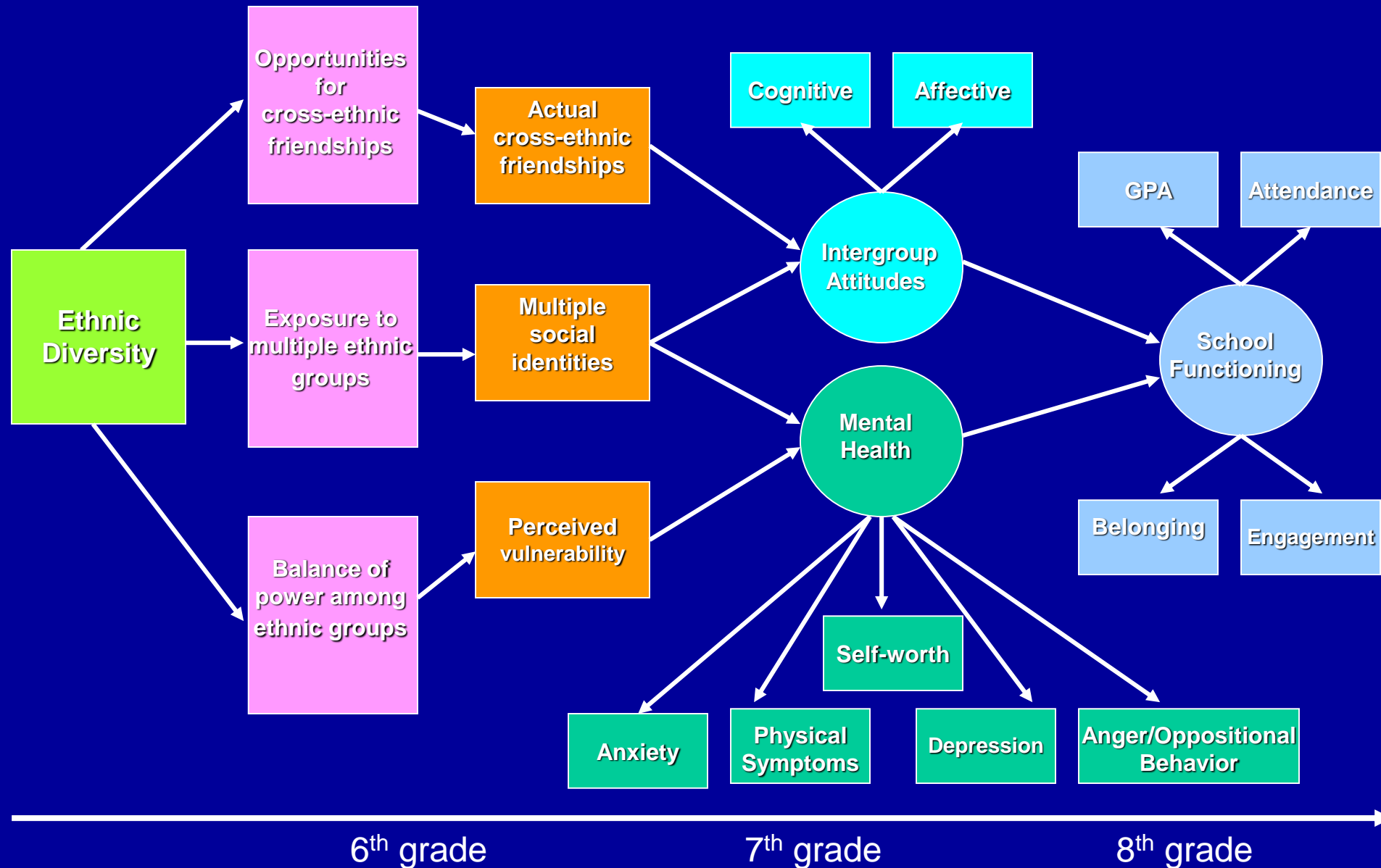
THE CHANGING RACIAL LANDSCAPE



CHANGING DEMOGRAPHICS OF K-12 POPULATION IN THE U.S.

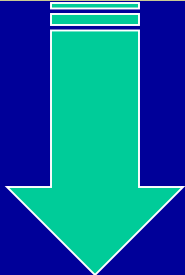
	1968	1998	2008	2014
White	80%	67%	57%	53%
African-American	14%	17%	17%	16%
Latino	5%	14%	20%	24%
Asian/other	1%	5%	6%	7%

Working Conceptual Model

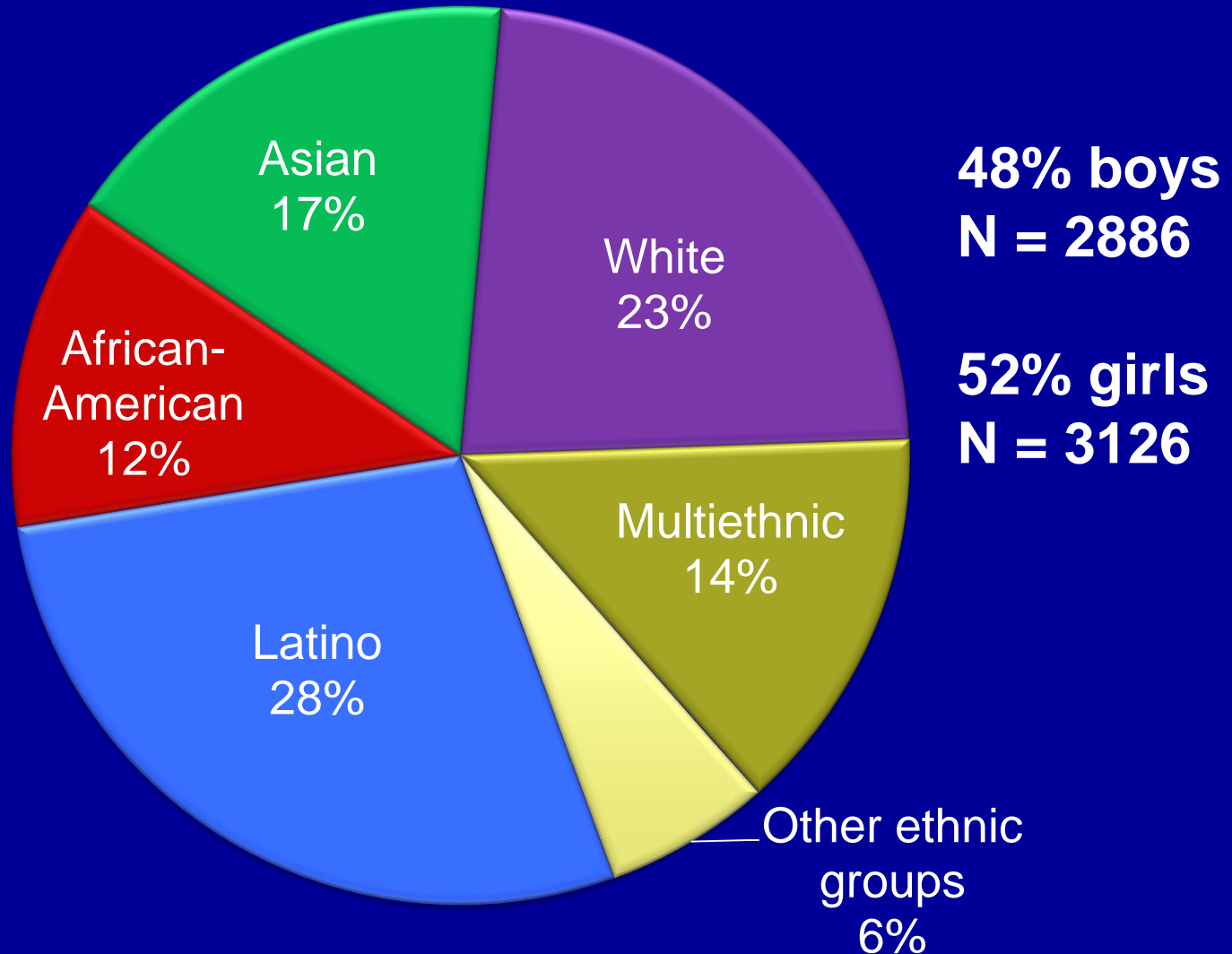


Middle School Diversity Project

Cohort 3 - 2011

<u>Majority</u> 2 each		<u>Balanced</u> 2 each		<u>Diverse</u> 6
African American	2	AfrAmer-White		
Latino	5	AfrAmer-Latino	2	
White	2	AfrAmer-Asian		
Asian	2	Latino-White	2	
		Latino-Asian	2	
		White-Asian	3	

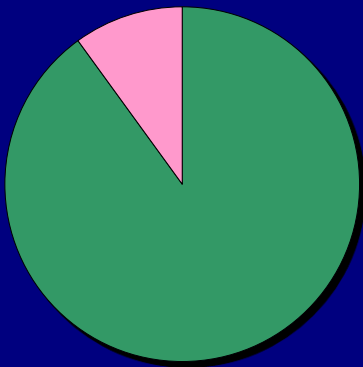
Middle School Diversity Study: Cohort 1, 2 & 3 (N = 6012)



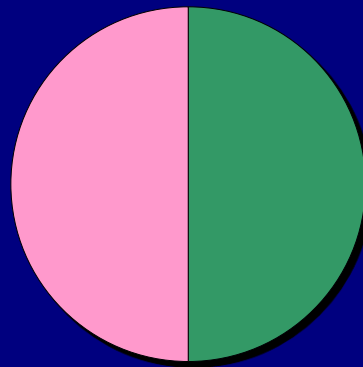
DIVERSITY INDEX

$$\text{Diversity index (Simpson, 1949)} = 1 - \sum_{i=1}^g p_i^2$$

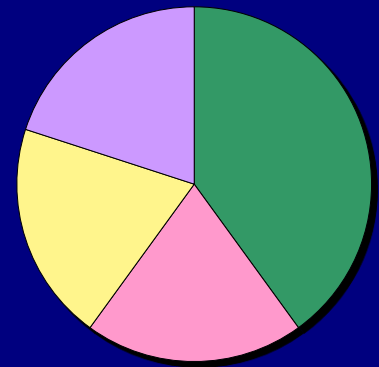
3 Hypothetical Examples:



$$1 - (.90^2 + .10^2) = .18$$



$$1 - (.50^2 + .50^2) = .50$$



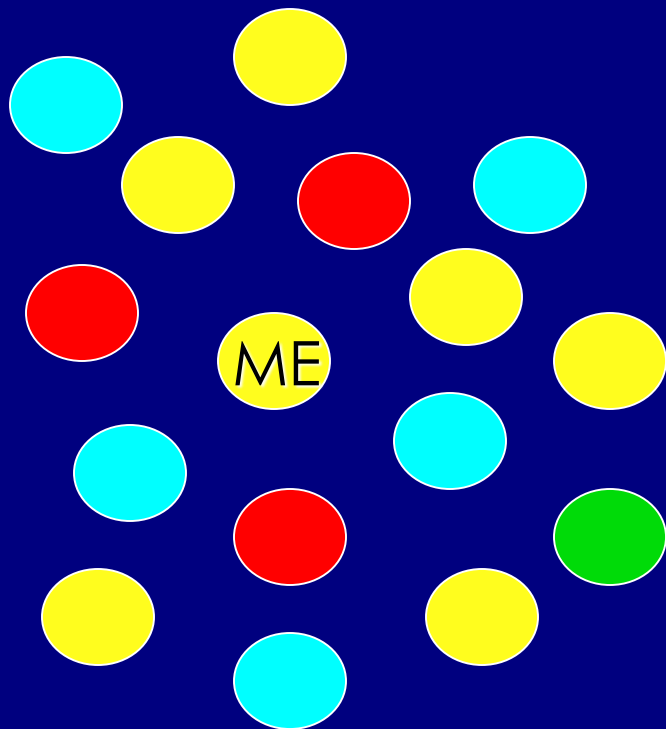
$$1 - (.40^2 + .20^2 + .20^2 + .20^2) = .72$$

EXAMPLE #1

- **SCHOOL BELONGING ACROSS THE MIDDLE SCHOOL TRANSITION**

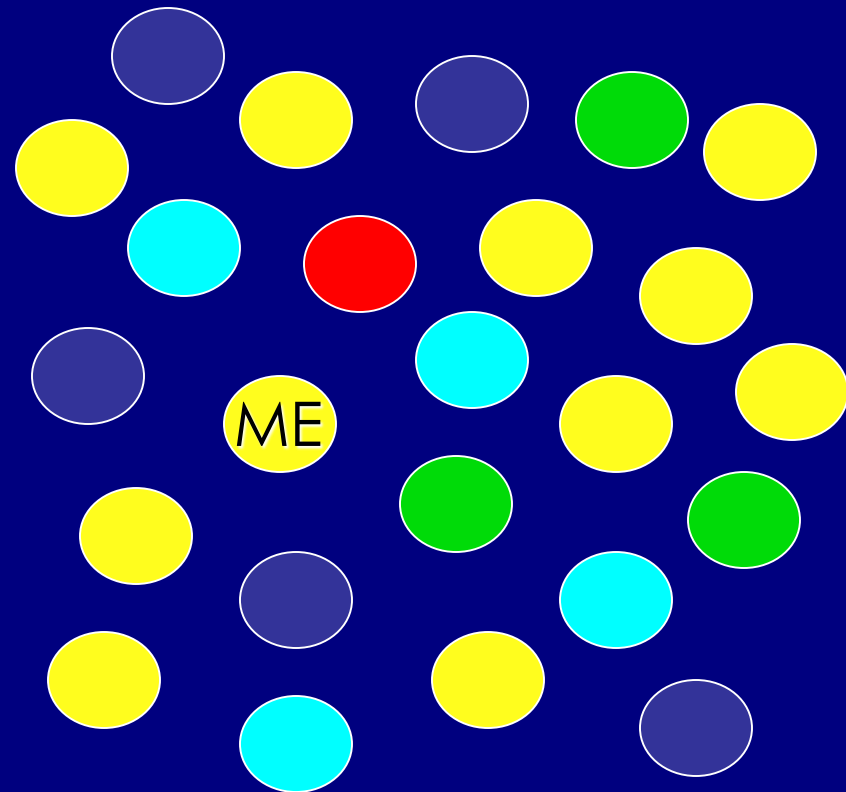
Morales & Graham, 2017

ETHNIC MATCH



ELEMENTARY SCHOOL

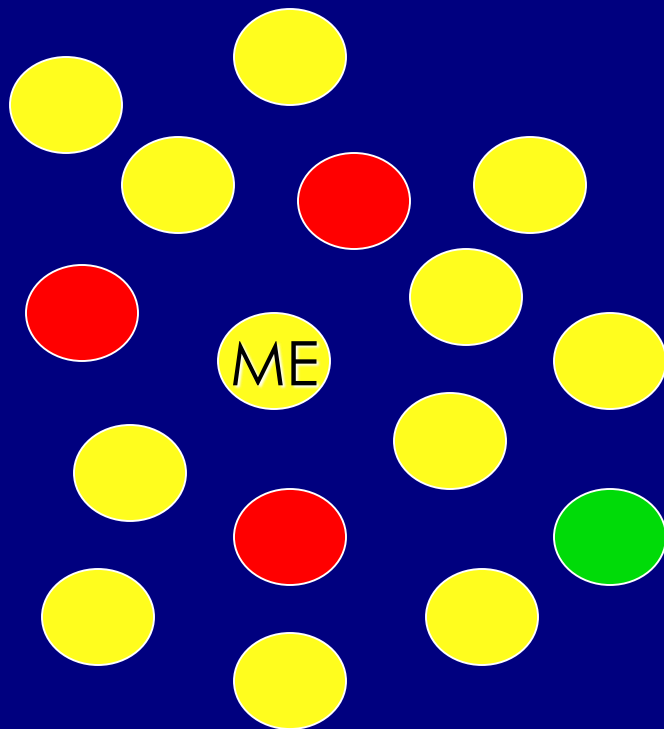
44%



MIDDLE SCHOOL

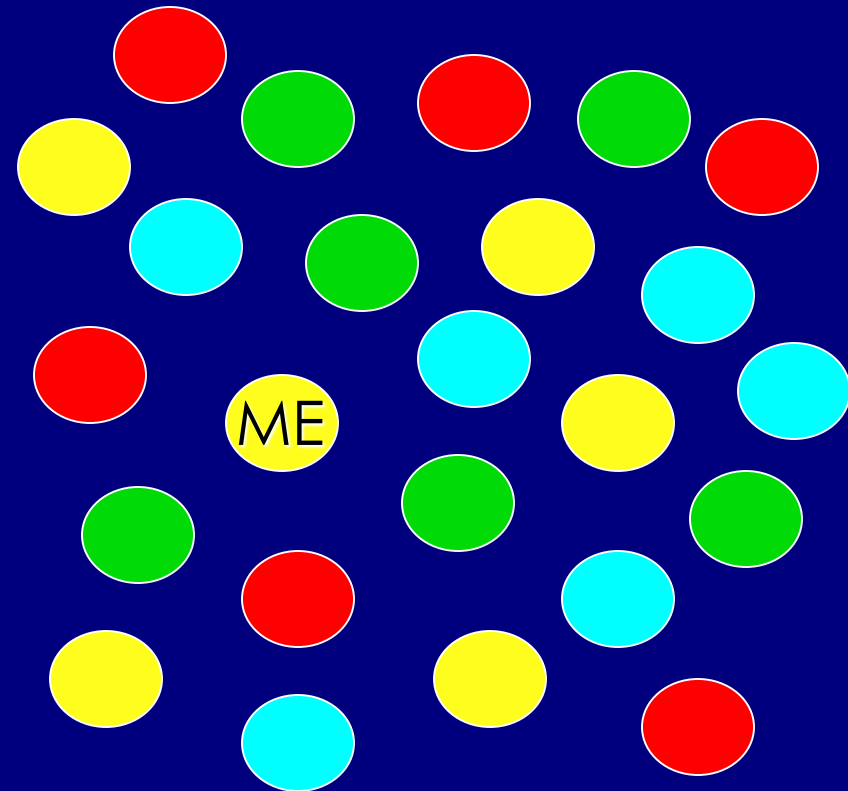
46%

ETHNIC MISMATCH



ELEMENTARY SCHOOL

75%



MIDDLE SCHOOL

25%

Ethnic (Mis)Match Across the Middle School Transition

Middle School
% Same Ethnicity

minus

Elementary School % Same
Ethnicity

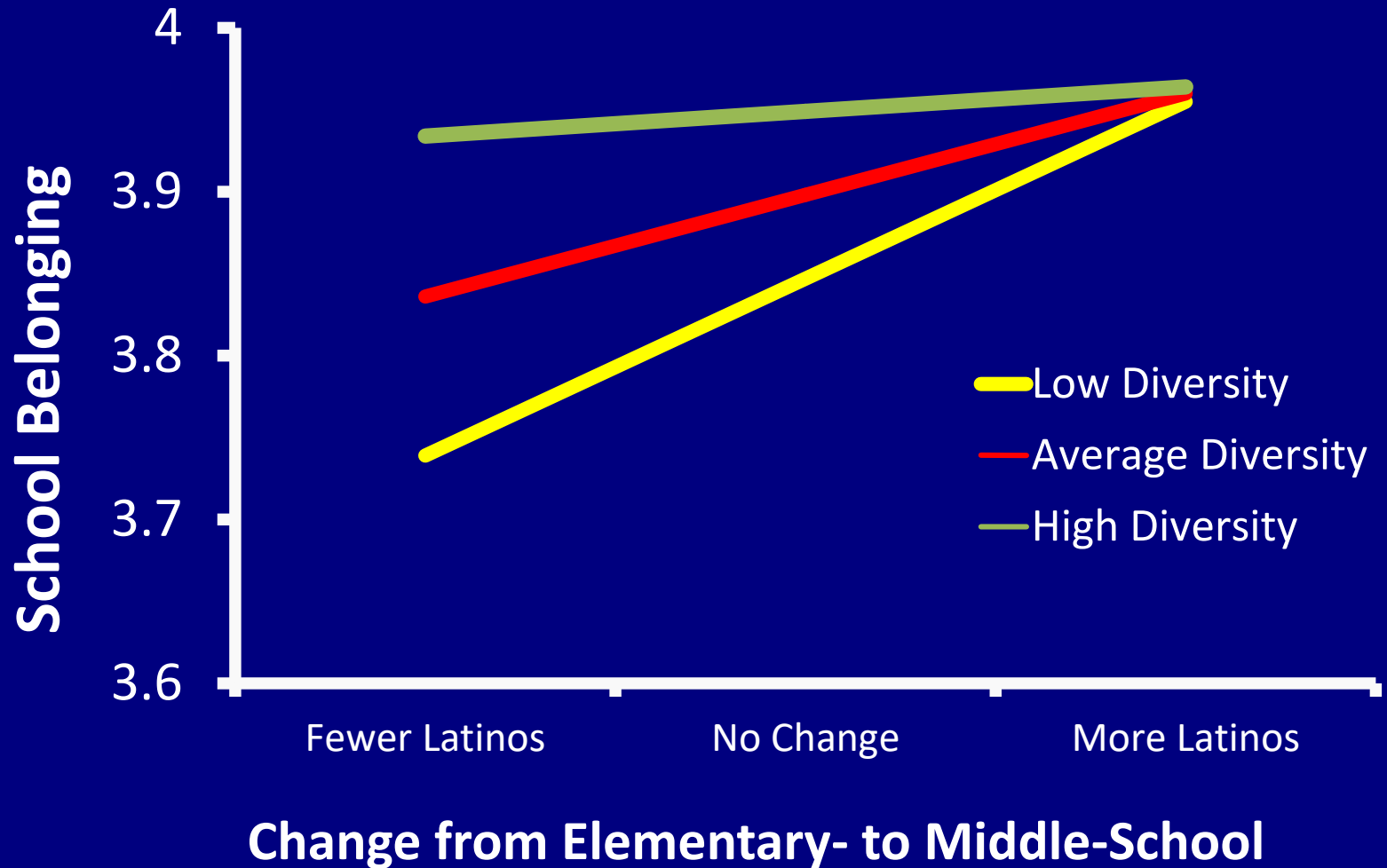
-.Index = -.81.to .50 ($M = -.12$; $SD = .22$)

SCHOOL BELONGING ($\alpha = .84$)

- *“I FEEL LIKE I AM PART OF THIS SCHOOL.”*
- *“I FEEL CLOSE TO PEOPLE AT THIS SCHOOL.”*
- *“I FEEL RESPECTED AND VALUED AT THIS SCHOOL.”*
- *“ I FEEL LIKE I BELONG AT THIS SCHOOL’.*

	FOR SURE YES	Yes	Sort of	No	NO WAY
<i>“I feel like I belong at this school.”</i>					

MISMATCH FROM ELEMENTARY TO MIDDLE SCHOOL FOR LATINOS



TAKE HOME MESSAGE #1

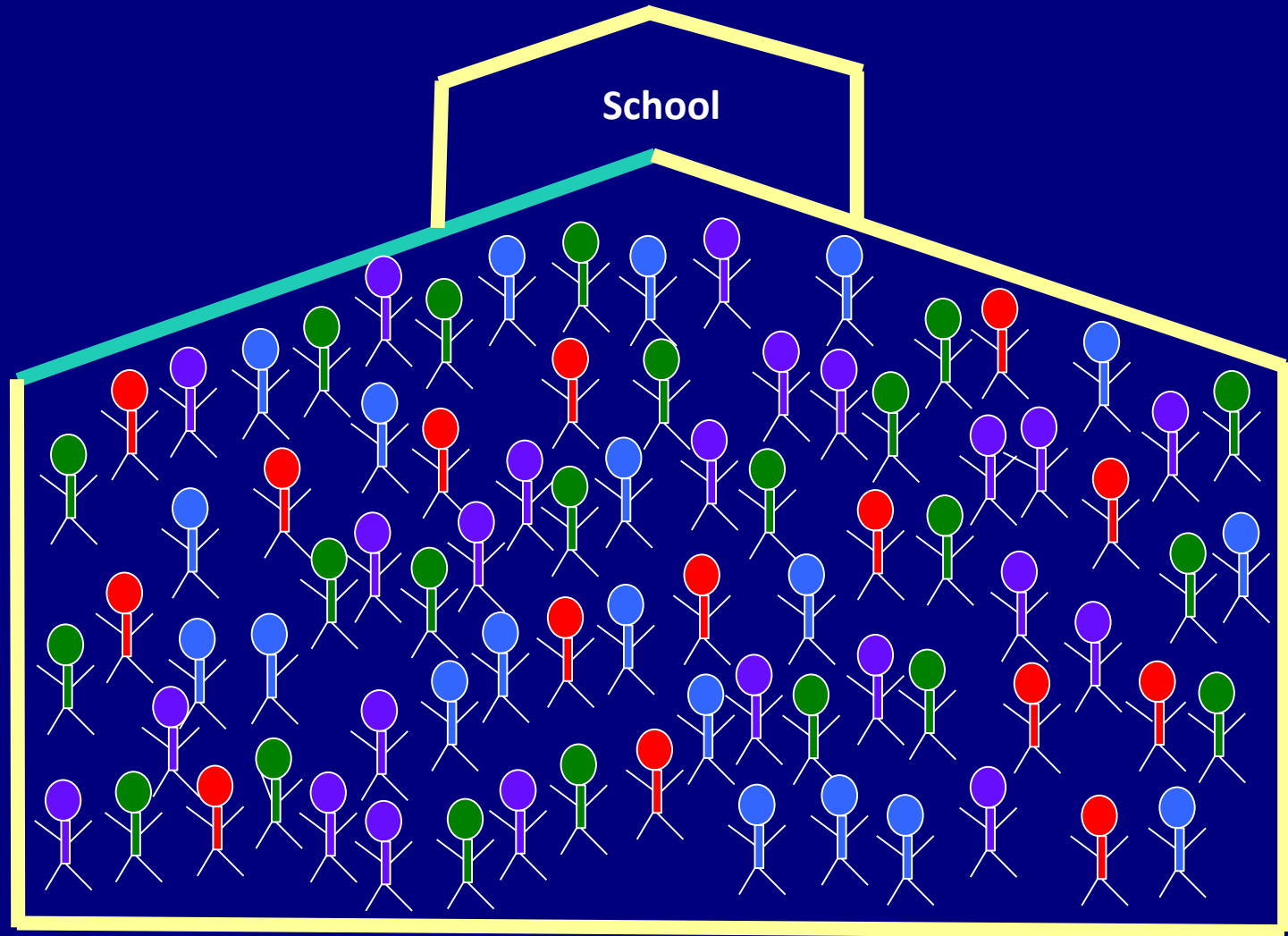
ETHNIC MINORITY STUDENTS FEEL LESS LIKE THEY BELONG WHEN A “CRITICAL MASS” OF SAME ETHNICITY PEERS DECLINES ACROSS SCHOOL TRANSITIONS; *BUT DIVERSITY BUFFERS THOSE FEELINGS.*

EXAMPLE #2

- **WITHIN SCHOOL SEGREGATION
AND BELONGINGNESS OVER TIME**

Kogachi & Graham, under review

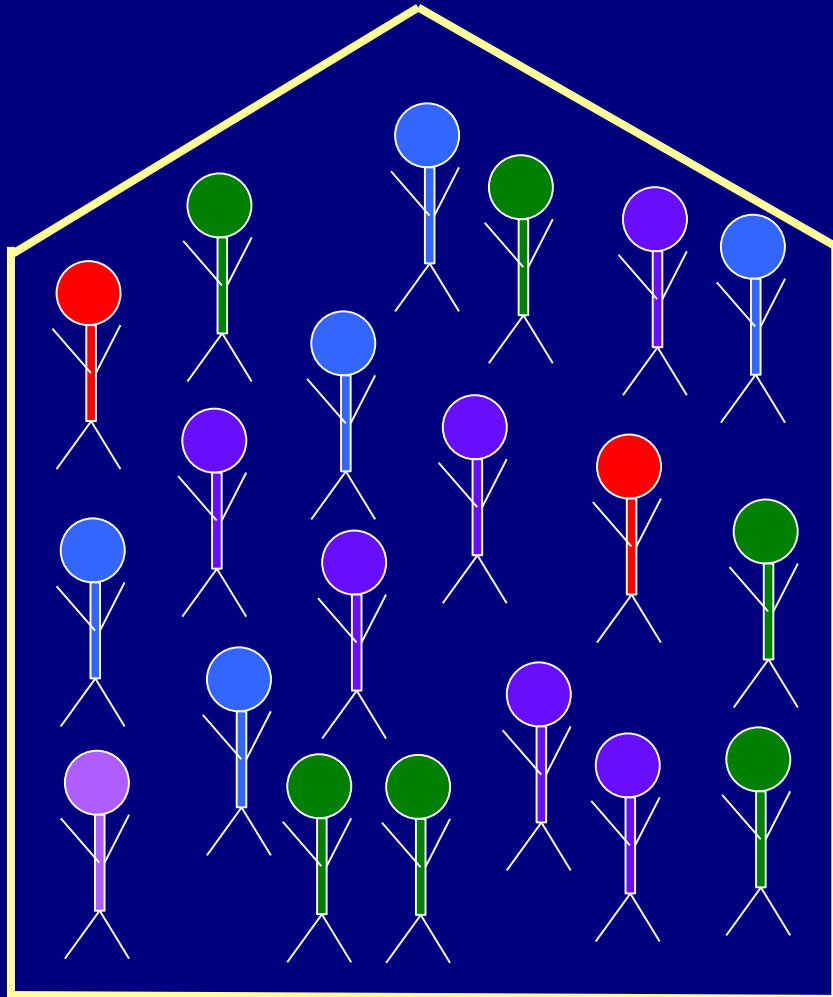
Same-Ethnicity Representation In School



Proportion Same-Ethnicity Peers = .19

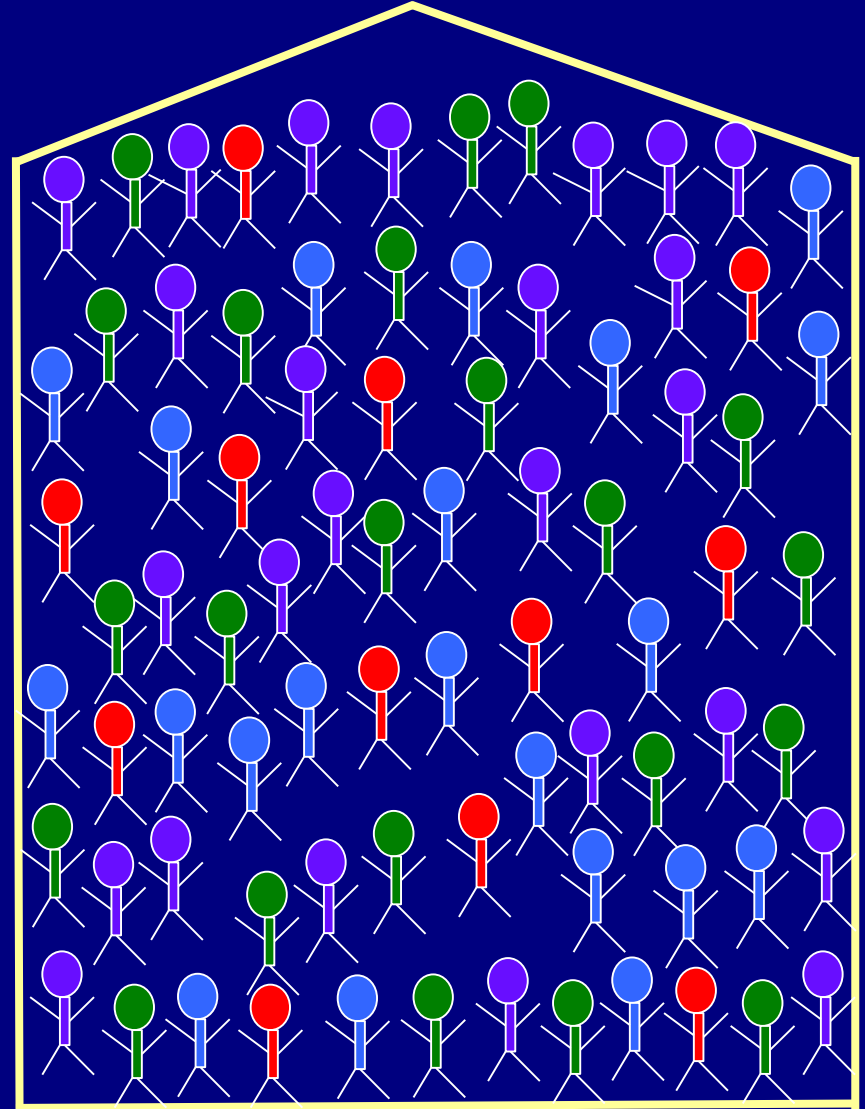
LOWER SAME-ETHNICITY REPRESENTATION IN ACADEMIC CLASSES COMPARED TO SCHOOL (LESS SEGREGATION)

Math
Classroom A



.10

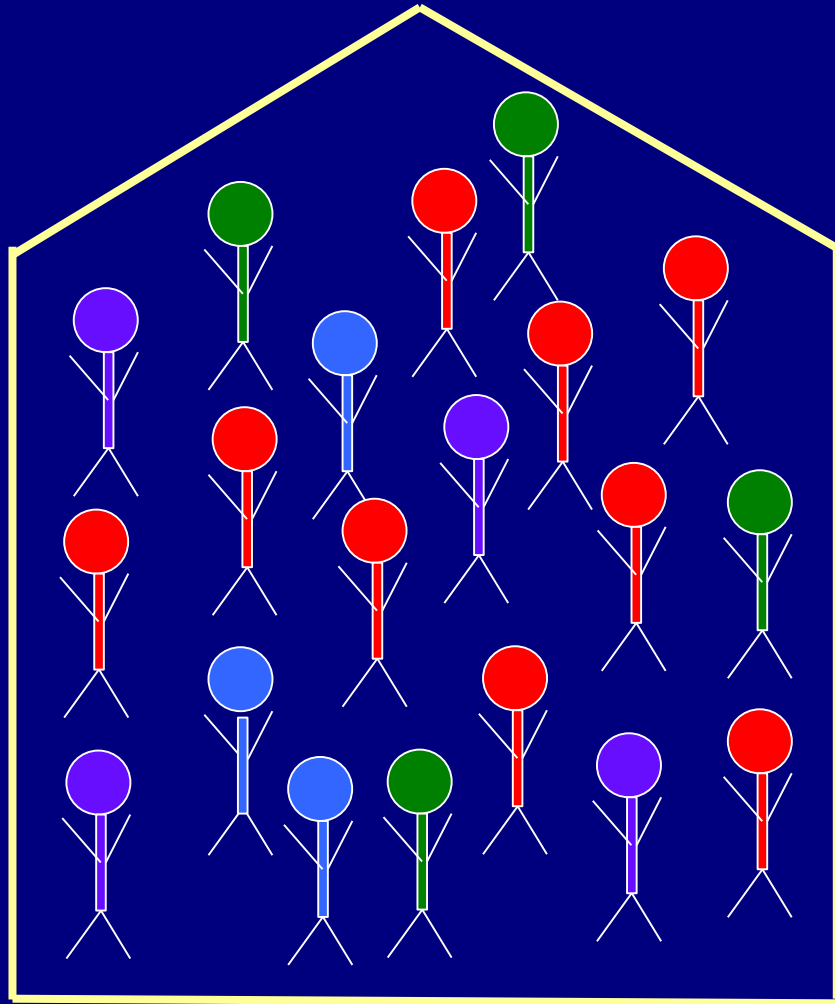
School



.19

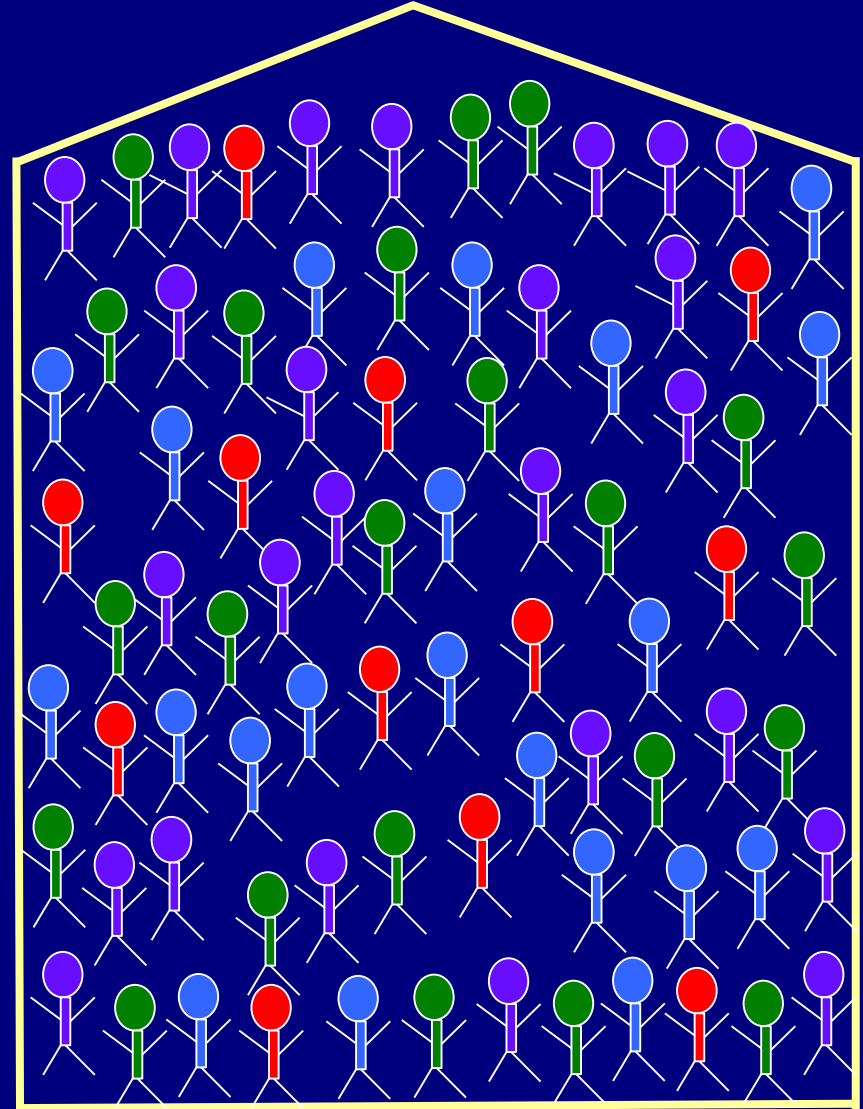
HIGHER SAME-ETHNICITY REPRESENTATION IN ACADEMIC CLASSES COMPARED TO SCHOOL (GREATER SEGREGATION)

Math
Classroom B



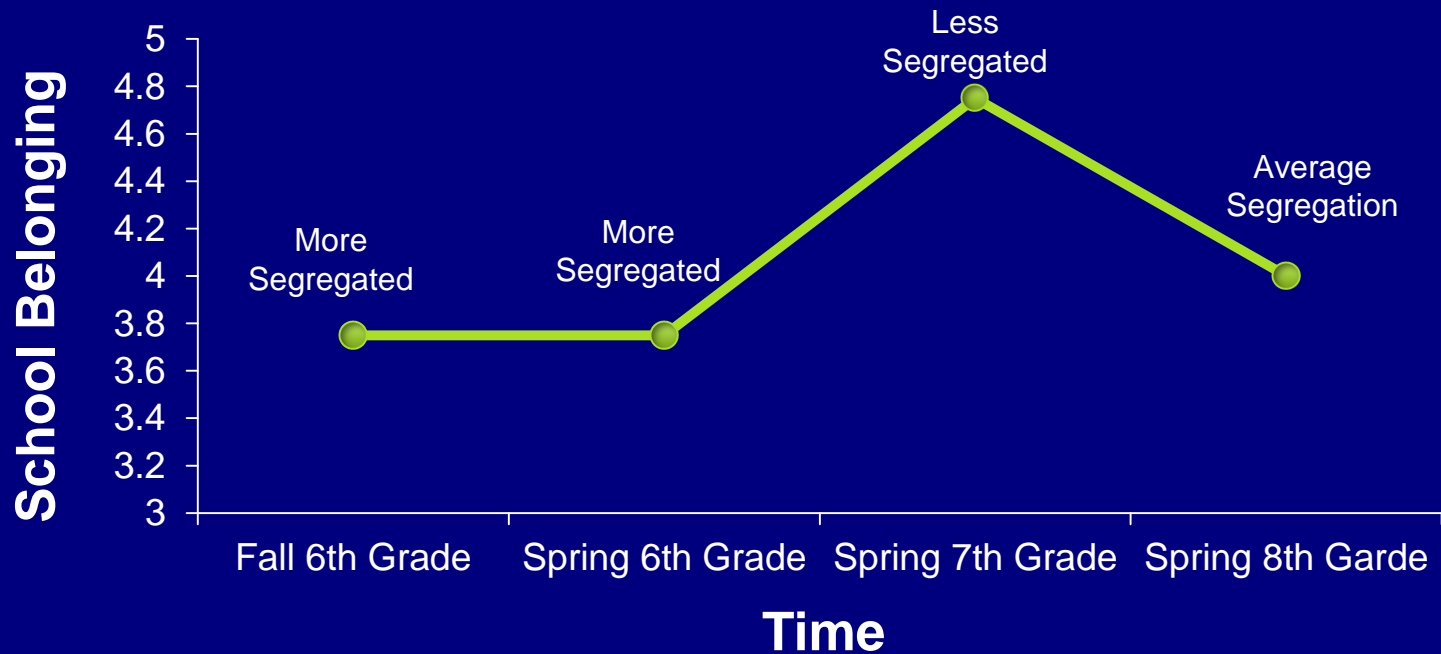
.45

School

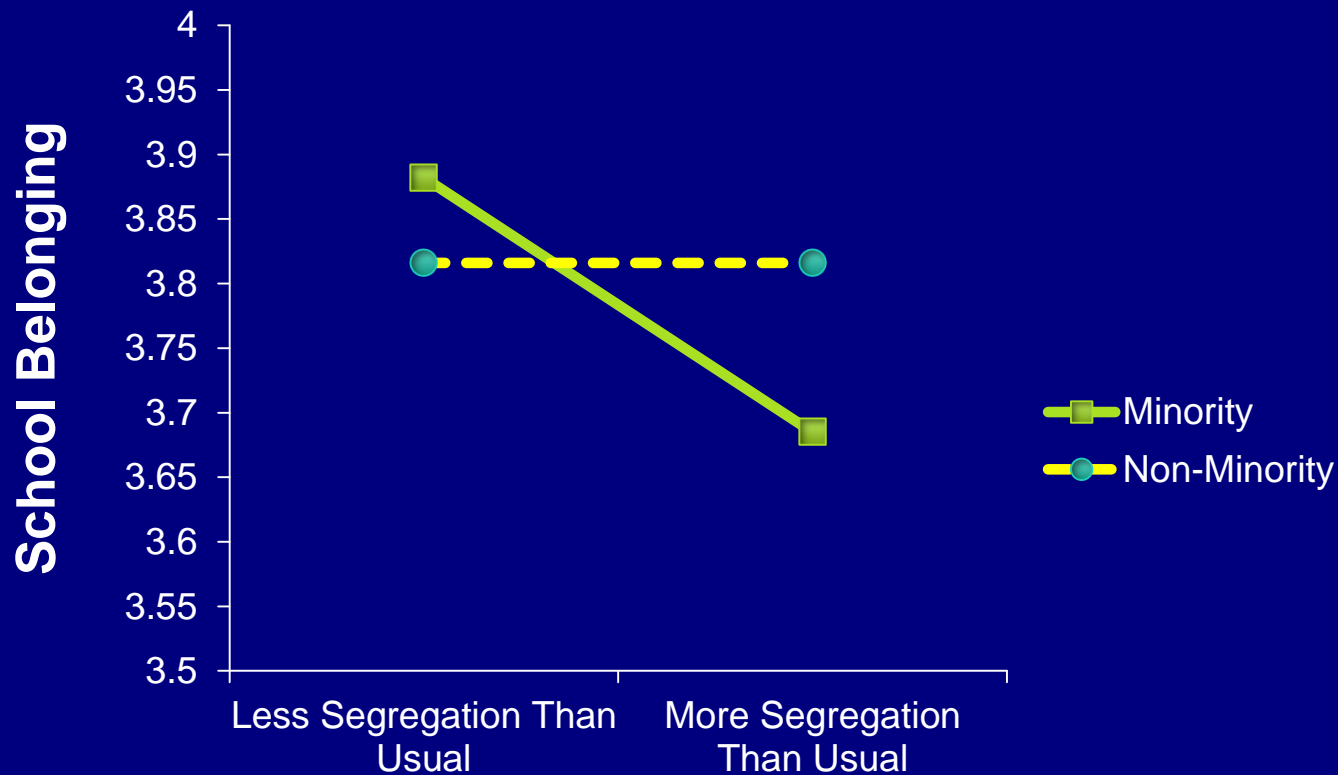


.19

WITHIN-PERSON EFFECTS OF ETHNIC SEGREGATION ON SCHOOL BELONGING



WITHIN-PERSON EFFECTS OF NUMERICAL MINORITY STATUS AND ETHNIC SEGREGATION ON SCHOOL BELONGING



Ethnic Segregation in Academic Classes

TAKE HOME MESSAGE #2

**DIVERSITY IS MORE THAN THE
STRUCTURAL TYPE. IT'S ALSO WHO
EVERY INDIVIDUAL IS EXPOSED TO
THROUGHOUT THE SCHOOL DAY AND
SCHOOL YEAR**

TAKE HOME MESSAGE #2

**MORE WITHIN SCHOOL
SEGREGATION THAN USUAL IS
RELATED TO (PREDICTS) LOWER
SCHOOL BELONGING.**

EXAMPLE #3

- **FEELINGS OF BELONGING IN 9TH GRADE MATH**

Graham & Morales, 2015

MATH BELONGING (ALPHA = .80)

- *“I FEEL LIKE I FIT IN WITH OTHERS IN MY MATH CLASS”*
- *“I FEEL RESPECTED IN MATH CLASS”*
- *“I HAVE FRIENDS IN MATH CLASS”*
- *“I OFTEN FEEL LEFT OUT IN MATH CLASS.*
- *‘I FEEL LIKE NOBODY PAYS ATTENTION TO ME IN MATH CLASS.’*

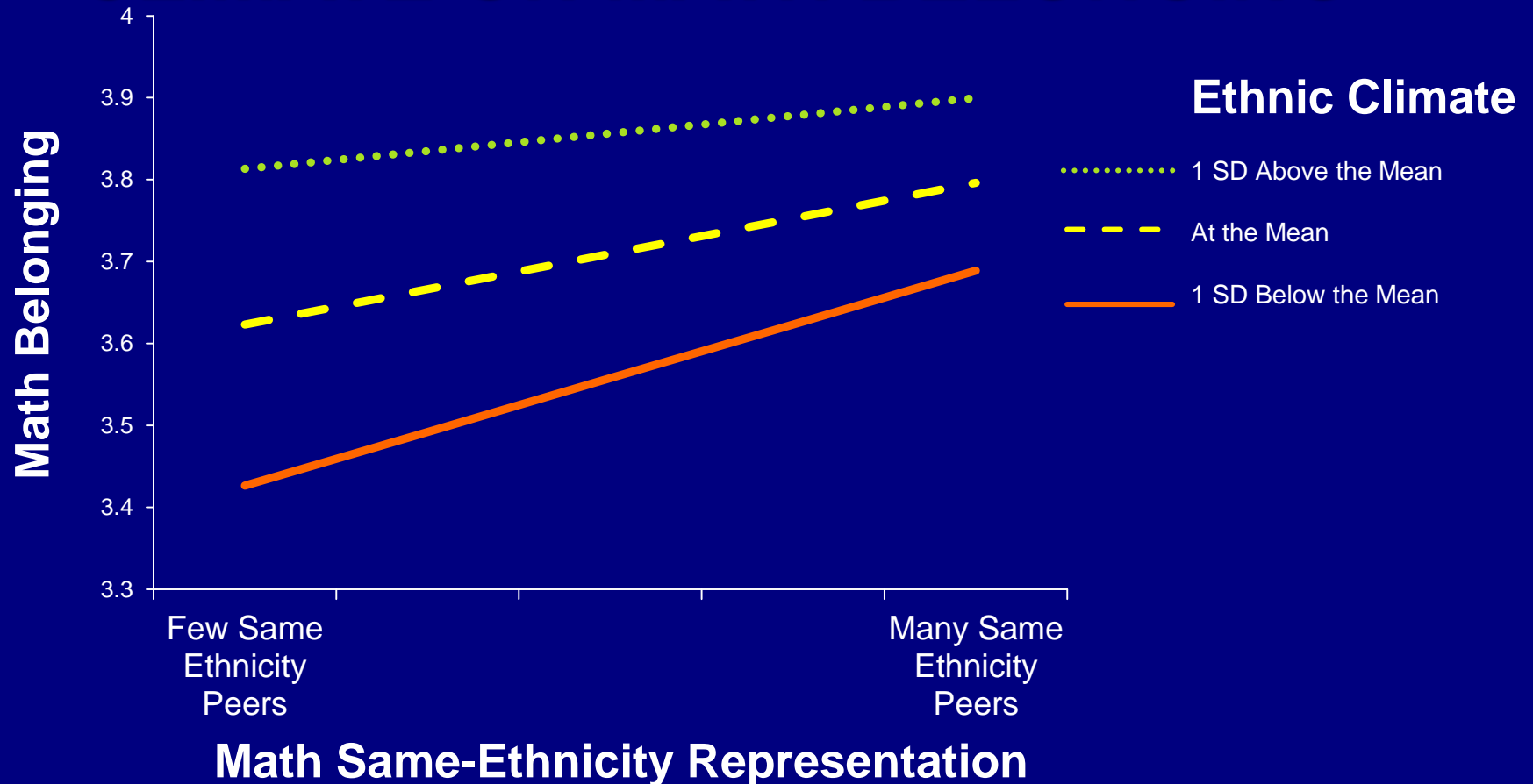
	FOR SURE YES	Yes	Sort of	No	NO WAY
<i>“I feel respected in math class..”</i>					

ETHNIC CLIMATE

- Student perceptions of teachers' fair and equal treatment of different ethnic group ($\alpha = .80$) from the School Interracial Climate Scale (Green, Adams, & Turner, 1988)

How much is each statement true for you?					
	FOR SURE YES!	YES	Sort Of	NO	NO WAY!
Teachers at this school are fair to students of all ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school pay attention to students of all ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers here like students of different ethnic groups to get along.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MATH SAME-ETHNICITY REPRESENTATION AND ETHNIC CLIMATE ON MATH BELONGING



TAKE HOME MESSAGE #3

**ETHNIC MINORITY STUDENTS FEEL LESS
LIKE THEY BELONG IN 9TH GR MATH
WHEN THERE ARE FEW PERCEIVED
CLASSMATES LIKE THEM; *BUT A
POSITIVE ETHNIC CLIMATE BUFFERS
THOSE FEELINGS.***

CONCLUSIONS

- A critical mass of same-ethnic peers is important for feelings of belonging, *but*

CONCLUSIONS

- A critical mass of same-ethnic peers is important for feelings of belonging, *but...*
- Segregating *people like me in classes* diminishes school belonging over time...especially for small minorities

CONCLUSIONS

- A critical mass of same-ethnic peers is important for feelings of belonging, *but...*
- Segregating *people like me in classes* diminishes school belonging over time...especially for small minorities
- Greater school diversity (more groups of relatively the same size) and a climate of inclusiveness can buffer the challenges to belonging among ethnically diverse youth